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Abstract We investigated whether role models individuals adolescents look up to contributed to the resilience of adolescents who were exposed to negative nonparental adult influences. Our sample included African American, ninth-grade adolescents. We found that role models had protective effects on externalizing and internalizing behaviors and compensatory effects on school outcomes. Collectively, our findings indicate that role models can contribute to the resilience of African American adolescents who are exposed to negative nonparental adult behavior. Bandura suggests that people tend to display behaviors that are learned either intentionally or inadvertently, through the influence of example. Since identity formation is a central focus during adolescence, adolescents are particularly likely to be influenced by the adults in their environment Erikson, Adolescents often look to adults in order to determine appropriate and acceptable behavior, as well as to identify models of who they want to be like. Adult influences, however, can be both positive and negative, and some adults may be more influential than others. In this study, we focused on the negative influences that nonparental adults can have on adolescents and explored the relationship between exposure to negative nonparental adult behavior and negative youth outcomes. We also used a resilience framework to investigate if role models protected youth against the negative effects of exposure to negative nonparental adult behavior. Additionally, we explored the significance of having a role model who was the same gender as the adolescent and the significance of having parents as role models. Researchers have not studied role models in the context of resilience theory. Additionally, researchers have neglected to explore thoroughly the negative influences of nonparental adult behavior on adolescents. This study builds on past research by examining the detrimental effects of exposure to negative nonparental adult behavior and the positive effects role models may have to counteract or protect against these risks. This study also adds to our knowledge about gender-matching for enhancing the effects of role modeling on adolescent outcomes and provides insight into the effects of parental versus nonparental role models. Resilience Theory Resilience is a concept that emerged as researchers became interested in understanding why some children who are faced with adversity are able to overcome their risks, avoid their negative effects, and thrive and succeed in life. Resilience is not a personality trait or an attribute of an individual. The two models most relevant for this study are the compensatory model and the protective model. A compensatory factor contributes to an outcome in an additive but opposite manner with the risk factor to predict an outcome Garmzey et al. In this manner, the risk factor e. When the risk factor is held constant, the outcome variable differs as a function of the compensatory factor and vice versa. Protective factors operate in an interactive fashion to buffer an individual from the negative effects of risk exposure. A risk-protective variable interacts with the risk factor to reduce the likelihood of a negative outcome. Researchers have given little consideration to the negative influences that nonparental adults may have on adolescents by modeling socially inappropriate or illegal behavior. This finding suggests that nonparental adults can have a negative influence on adolescents if adolescents consider the nonparental adults to be very important persons in their lives. Anderson suggests that nonparental adults may exert a negative influence on adolescents by modeling unlawful and destructive behavior. When adults are modeling unlawful or destructive behaviors, it is likely that adolescents will be negatively influenced by these observed behaviors, particularly if the adolescents are exposed to multiple deviant behaviors by several adults in their environment. Adolescents who live in neighborhoods that are characterized by high levels of crime tend to have an abundance of models for criminal behavior Shoemaker, Research on juvenile homicide offenders indicates that these youth are more likely to originate from environments where high rates of violence and delinquency occur Heide, Interviews with incarcerated adolescents suggest that their decisions to engage in criminal behavior were largely influenced by the models in their extremely violent environments Heide, Yet, researchers have also identified positive adult influences on healthy adolescent development. Role Models and

Resilience Several researchers have found an association between having a role model and positive outcomes. Werner found, in her Kauai Longitudinal Study, that role models helped protect high-risk children from several risks they faced. Regardless of the source e. Further, these effects were stronger if adolescents personally knew their role models. Although Yancey and colleagues found that many of the participants in their study identified parental role models, they did not attempt to control for any parental factors that may have explained the differences they found in adolescent outcomes. In their study, multiple items were used to assess role model presence, including questions about knowing adults who offer encouragement, having adults and teachers who the adolescent can talk with about personal problems, and knowing adults who are good role models Oman, Vesely, McLeroy, et al. Also, these questions did not allow for a quantification of the number of role models that each adolescent had, nor did they allow for an analysis of role model characteristics.

African American Adolescents and Role Models White asserts that African American youth may face challenges when attempting to identify appropriate role models because of the dilemma that African American youth face related to their relative exclusion and inclusion in American society. White suggests that African American youth may be excluded from certain aspects of society because of their race, but included in other areas because of their status as Americans. Yancey, Siegel, and McDaniel found that adolescents of color were significantly less likely to have role models than White adolescents. Previous research with African American adolescents has indicated that adolescents with role models tend to have more positive psychosocial outcomes than adolescents without role models. Bryant and Zimmerman found that African American male adolescents without male role models engaged in more problem behavior than their counterparts with role models. McMahon, Singh, Garner, and Benhorn found that having a role model was associated with fewer aggressive behaviors and fewer anxiety and depressive symptoms among African American adolescents. These findings suggest that having a role model can predict more positive psychosocial outcomes among African American youth. As this relates to role modeling, youth may be more inclined to select role models who share their gender. Researchers have argued that the availability of gender-matched role models is critical for adolescents because it is during the period of adolescence in which individuals are developing their identity and establishing their role in society Zirkel, For adolescents, having access to role models who share their gender may be especially beneficial. Furthermore, researchers have suggested that for female youth and youth of historically oppressed and disadvantaged ethnic and racial groups, seeing role models from their same group s can provide them with explicit examples of what members of their group s , and by extension themselves, have the potential to achieve Zirkel, This concept has been referred to as the similarity hypothesis Bandura, In addition, Zirkel found that race- and gender-matched role models were associated with more positive academic outcomes. These findings seem to suggest that gender-matched role models may be associated with more positive outcomes than non-matched role models. More research is needed to determine the implications of gender-matched, as opposed to non-matched, role models on various adolescent outcomes. Werner , for instance, found that the resilient females in her study had the most powerful role model in their consistently employed mothers. Coleman and Hendry have stressed the importance of the function of parents as role models, particularly during the adolescent years. They suggest that adult role models are most needed during adolescence. They also point out that youth are most likely to seek out role modeling in their parents whom they depend on for both knowledge and example. In light of these findings, it is useful to note that residing with a parent and having a positive parent-child relationship likely increase the probability that a child will identify a parent as a role model. Thus, parental support and household presence may need to be taken into account because these variables can create spuriousness in testing the effects of role models i. Few researchers have investigated the significance of having parents as role models or compared the benefits of having parental versus nonparental role models. Alternatively, adolescents may identify nonparental adult role models because they do not have parents who they look up to and want to emulate. These youth may have to substitute a nonparental adult if they desire a role model. We hypothesized that exposure to negative adult behavior would be associated with negative adolescent outcomes. We also hypothesized that for youth who were exposed to negative adult influences, having at least one role model would both buffer youth from negative psychosocial outcomes protective effect and contribute to more positive psychosocial outcomes

compensatory effect. Additionally, we hypothesized that having more than one role model would be even more protective. Outcome variables in this study included externalizing behavior violent and nonviolent delinquency, internalizing behavior anxious and depressive symptoms, polysubstance use cigarette, marijuana, and alcohol use, and school attitudes and behavior. We expected that youth with role models would report less externalizing and internalizing behaviors, less substance use, and more positive school outcomes. Although researchers suggest that gender-matched role models and parental role models are beneficial for adolescents, neither of these theories has been studied in a resilience framework. In addition, we controlled for residency status with mothers and fathers, and perceived parental support in all analyses in attempts to isolate the effects of role modeling, particularly among parental role models. We also controlled for socioeconomic status and gender in all analyses given their potential association with our outcome variables. The average age of participants was 12. This sample was selected from 2, ninth-grade students attending the four main public high schools in the second largest school district in Michigan. This study was a part of a larger study focusing on factors that may influence youth to drop out of school. Students were selected to participate in the study if they were not developmentally disabled or emotionally impaired and if their eighth grade GPA was 3.0. Nine hundred and twenty-seven adolescents were eligible to participate in this study. Of these, 52 left the public school system and 67 were consistently absent from school on several different days when attempts were made to interview them. An additional nine students did not participate in the study because of parental refusal and one student refused to participate. Twenty-two of the participants did not report whether or not they had any role models. Given the size of our sample and the small number of participants with missing data, we used listwise deletion to exclude these 22 participants from our analyses, leaving us with our final sample of African American youth. Procedure We obtained approval for data collection from the University of Michigan Institutional Review Board as well as from school staff at the four high schools where we collected data. Participant consent and parental passive consent for minors were obtained prior to study participation. Six trained interviewers conducted closed-ended, face-to-face interviews with participants at their schools. Interviewers were African American and White male and female adults from the community. When possible, participants and interviewers were matched by race and gender. Interviewers received intensive training in study protocol and were provided numerous opportunities to practice interview administration both with each other and with a pilot group of youth. Supervisors implemented fidelity checks regularly to ensure that interviewers were adhering to study protocol. Interviews lasted approximately 30 minutes. Upon completion of the interview, participants completed a self-administered questionnaire about personal alcohol and drug use. Upon completion of this questionnaire, participants placed their completed questionnaire in a sealed envelope before submitting them to the interviewer. We used this information to create a variable that indicated if the participant had two role models, one role model, or no role model. We asked about both a male and female role model in order to test our hypothesis regarding the added benefits of having a gender-matched role model. Adult Negative Behavior Fourteen items were used to assess negative adult influences. Participants were asked to indicate how many adults excluding parents or adults living with the participant they knew who engaged in specific types of negative behavior. The items mainly pertained to the possession of weapons etc. The Cronbach alpha for these items was .85. Externalizing Behavior Participants were asked about their personal involvement in violent and nonviolent delinquent behavior. Examples of items used to assess violent behavior include hurting someone badly enough to need bandages or a doctor, using a weapon to take something from another person, and carrying a gun. Nonviolent delinquent behavior items inquired about getting into trouble with the police, damaging school property, arson, trespassing, selling illegal drugs, and various types of theft. Participants were asked how often they had engaged in the specified behaviors over the past year on a Likert scale from 1 0 times to 5 4 or more times.

Chapter 2 : Social and emotional health: media role models | Parenting

Creating Positive Role Models Kwone Ingram knows firsthand how a positive role model can help shape someone's life. That's why the second-year Wake Forest School of Medicine student from nearby Walkertown, N.C. leads a mentoring program for young minority males at a local elementary school.

Discussion This exploratory study examined the prevalence of role models and illuminated a number of factors related to the function and characteristics of role models among LGBT youth. Younger participants were more likely to report a role model compared to older participants; consistent with developmental expectations. However, this contradicts general adolescent research by Yancey and colleagues [24] who found that White youth were more likely to have a role model than Black youth. Substance use and previous STI diagnosis were not significantly related to the presence of role models, regardless of their accessibility. We suspect these null findings may be due to the more proximal influence of peers on substance use and sexual risk behavior in contrast to that of role models. However, contrary to expectations, youth who reported having role models had significantly higher psychological distress in comparison to those without role models. Analysis by accessibility indicates that symptoms were highest among those with inaccessible role models in comparison to those youth reporting accessible role models or no role models. This result mirrors findings that showed having access to caring adults and accessible role models was protective against mental health problems, such as suicidal ideation and depression. Having inaccessible role models may be associated with negative mental health outcomes for a number of reasons, including the fact that these types of role models cannot mentor or assist the youth in navigating difficult life choices or provide advice, comfort, or a safe space. Given this, when LGBT youth can only identify non-proximal role models in their lives, the inaccessible role model may become a stark reminder that the youth does not have anyone in their lives that can understand them or accept them for who they are, exacerbating feelings of isolation and loneliness. Conversely, the power of proximal role models lies in the opportunity for youth to leverage these relationships into mentorship, allowing them to reap psychosocial benefits of having a supportive ally. There are a number of barriers to LGBT youth finding accessible gay or gay-affirming adult role models. These challenges may be especially true for LGBT youth under the age of 20, who are more likely to be in high school and living at home, where choosing inaccessible celebrity role models may be easier than forming direct relationships with individuals who might reject them because of their LGBT identity. The findings that LGBT youth between the ages of 16–19 were more likely to report inaccessible role models than youth aged 20–24 suggest there may be a unique dynamic at play for younger versus older LGBT adolescents. Therefore, the need for supportive role models is lessened and, when they do have role models, they are more likely to choose someone with whom they have a direct relationship. Under these conditions, younger LGBT individuals appear to rely more on non-proximal and inaccessible role models who are unable to provide any type of direct protective role for youth.

Conclusion A number of critical clinical implications arise from our study results. However, given that LGBT individuals make up approximately 3%. Given the barriers LGBT youth may encounter in finding allies, it is essential that programs be developed to help LGBT youth find caring and supportive adults. The use of web-based technology is one such alternative. While these remote alternatives may be less useful than in-person relationships, they may serve a supportive function in the absence of other options. Another important avenue to consider pursuing is the development of formal mentorship programs for LGBT youth. Research has shown that mentoring programs and relationships are most effective for at-risk youth who are disadvantaged and lack access to supportive resources and opportunities [37]. For LGBT youth, formal mentorship programs could be used to bring together individuals who would not naturally meet to create a foundation from which role modeling could develop. Second, external mentoring relationships can help build social capital and create opportunities to access new social networks, exposing youth to new strategies for addressing issues of concern. While these findings highlight important potential points of intervention, there were limitations to this study. First, these data are cross-sectional; therefore, causality cannot be inferred with regard to the significant association between the type of role model and psychological distress. Nevertheless,

the high prevalence of inaccessible role models among LGBT youth and the significant relationship to distress is cause for concern. Future studies should disentangle the temporal ordering to better target potential interventions. In addition, this was a convenience sample with an overrepresentation of male youth, in one city Chicago, thus these findings may not generalize to other LGBT youth. However, we found that baseline rates of substance use, STIs and psychological distress were comparable to those found in other samples of LGBT youth [39]. While our measure of the presence of role models has been used in a prior study of youth, the use of a single question, particularly one that does not specify the sexual orientation of the role model, may limit our ability to capture all potential role models that youth may have. Finally, the research presented here is not meant to discount the need for celebrity role models. It is important that more people in society gain exposure to the diversity of what it means to be a sexual minority. However, inaccessible role models, such as celebrities, may not be sufficient for protecting LGBT youth from risk behaviors or suffering negative health outcomes. For this, LGBT youth may need the opportunity to build direct relationships with adults they look up to and who are willing to help them understand and overcome challenges in their daily lives. This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting proof before it is published in its final citable form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.

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Chapter 3 : The Empowerment Project: Creating Positive Role Models for Girls

A positive role model serves as an example-inspiring children to live meaningful lives. Role models show young people how to live with integrity, optimism, hope, determination, and compassion. They play an essential part in a child's positive development.

All of these people affect how a girl views her own potential. These are the people who girls use as references for whom they will become and whose behaviour they will emulate. A girl needs to see confidence, leadership and accomplishment in other women in order to envision herself with those qualities. A programme designed to empower girls must provide powerful, positive role models. As programme directors, it is helpful to expose girls to a diverse set of role models as consistently as possible. Strong role models can be women who are older, skilled athletes, coaches, community leaders, successful business people, celebrities, politicians, religious leaders, confident peers or any strong woman whose presence will resonate with the girls. Although there is power to showing girls women who are international heroines, there is also a power to exposing them to local people. Local examples provide more easily imaginable visions of success. A key component to presenting girls with role models is to make sure the success experienced by the role models is attainable and replicable in their minds. Research has shown that when individuals feel that the role model in front of them has attained a status unreachable to them, their presence can actually be demoralizing. Find a person who can share their personal experience with personal growth in that area. Men can certainly serve as positive role models; however, there is an inherent value in same-gender role modelling. Try to pair up individual girls with older mentors with the intention of creating long-lasting relationships. Take girls to see athletic events with older participants. Arrange a meet-and-greet afterwards to allow girls to interact with players. Set up guest coaching sessions with successful coaches from your region. Ensure that all those in positions of power within the organisation are serving as positive role models for participants. Seek role models outside of the sport arena. Invite a successful businesswoman or female politician to come to the programme and speak to the girls. Consider inviting men or women with a disability to come speak, as they often have a powerful impact on girls with and without disabilities. Challenge girls to evaluate virtues, values and expectations related to these role models.

Chapter 4 : Moral Teachers, Moral Students - Educational Leadership

The Power of Role Models Home / International Guide / Programme Design / Developing Girls' Leadership / The Power of Role Models Girls are exposed to both positive and negative role models every day: a strong mother who stands up against domestic abuse or a female celebrity that uses her sex appeal to be popular.

And how much do you agree or disagree that? Other demographic differences are also apparent: While aspects of cognitive and physical deficiencies continue to feature, descriptions of products specific to the older audience are also present including insurance and funerals. Interestingly, positive descriptors such as happy, caring, funny, wise and active are more likely to be associated with advertising than with the media more generally. Victimization is less frequently mentioned for advertising than it is for media more generally. There is little variation between findings for business and consumer audience. How older people are portrayed in advertising The size of each word is directly proportionate to the number of mentions of that theme. Thinking about advertising that you have seen including on TV, online, on the radio and in newspapers and magazines , what three words describe how older people are portrayed in advertising? This supports the conclusion that there is a misalignment between how members of the community see the older cohort and, in this case, how advertising portrays older people. As with perceptions of the media, there are relatively few differences by demographic and sub-group about the fairness of advertising portrayals of older people. Across both media and advertising, respondents want to see one of three things: A more neutral representation: There is a strong call for older people to be represented as they are “ just normal people living normal lives. A more positive and encouraging representation: Respondents also feel that there is a need for the media to show more respect to older members of the community and to provide images and messages which reinforce the contribution that older people make to Australia. Importantly, respondents feel that retrospective portrayals of contributions are not sufficient. Many feel there is a need for the media to demonstrate how the current cohort is contributing rather than dwelling on the impact that older people had on society in their youth for example war stories: Many feel that there is a need for the media to actively break down fear-based stereotypes, particularly those to do with health and victimisation. Positivity is at the heart of many of the comments in relation to breaking down stereotypes: Endnotes Deloitte Access Economics, Increasing participation among older workers: The grey army advances , p i. Economic Potential of Senior Australians “ countering negative stereotypes and promoting positive media portrayal of older Australians. First Previous Chapter 4: The role and influence of the media Next Last General Information.

Chapter 5 : Why Media Role Models Matter | Common Sense Media

In the modern world, female role models are both in plentiful supply and yet hard to pin down as 'role models.' Women with influence and power have the ability to transform a generation, as do their male counterparts, but are often placed at either end of the spectrum.

Who do you imagine would make the right choice in your shoes? Every day people guide us through their actions, profound words and achievements. Who are these role models and what qualities do they possess that result in admiration by others? Can you be a positive role model? This quality overflows from major world caregivers, such as Gandhi and Mother Theresa. Their greatness comes not from trying to be significant, but by seeing the significance in others. People who exhibit great certainty in their position in this world are appealing and attractive. In the modern world, confidence replaces the bravery of the ancient world. Giving credit to those who helped you achieve your goals keeps you believable. Role models understand that no one acquires greatness alone. They become the people that others turn to because they exhibit self control and a desire to understand. Think of someone you know who listens well. What is your impression of this person? Consider how you feel when someone really listens to you. Anyone who overcomes great odds, resulting in a stronger character, is a person to emulate. We all struggle with different areas of our lives. In , a diving accident left Joni Eareckson Tada as a quadriplegic, eliminating even the use of her hands. Joni, whose name has become an international symbol for determination, is the CEO of Joni and Friends, a faith-based ministry for disabled people. Her ability to overcome an enormous, permanent setback opened the door for her to become a role model for others. When striving to improve in your profession, finding a role model who meets your definition of success can be helpful. She gives hope, financial support and fights for the rights of others in need when she simply could be a highly successful entrepreneur and talk show host. Role model candidates understand that their quality of life improves when they help those in need. Bono, nominated for three Nobel Peace prizes for his international work fighting poverty could be living the rock star life. Can I Be a Role Model? Everyone has the capability to become a role model. You may already play that role for someone and not even know it. Efforts that you can make toward becoming a role model include: Be Available – Isolating yourself from the world can feel safer, but it also prevents you from important interaction with your fellow man. Be Involved – Doing charitable work, joining a church or teaching a class all offer opportunities for you to get involved in larger projects and organizations. Choose volunteer work that has a personal connection for you or allows you to use your gifts and abilities for the good of those in need. Be a Listener – Sometimes people just need an ear. You learn a lot about someone simply by listening. The more you listen now, the greater the likelihood of you being listened to later when your advice or assistance is seriously needed. Be Encouraging – Direct people to a more positive outlook. Emphasize their strengths and abilities to overcome challenges. If someone advises you well, gives you a valuable lead or simply encourages you to move in the right direction, credit that person with a portion of your success. They live on your street, share a cab with you and grew up in your family. One of my favorite role models was Gussie Morton, a 94 year-old woman who lived in the projects where my dad delivered mail. When I was in high school, she invited me for tea on Saturdays, although she could barely afford it, while my dad finished his route. Gussie was 96 when I left home for college. Her last note to me said that she believed I would one day be a missionary and serve others. Due to her confidence and faith in me, I now participate in missions both in the United States and abroad. They have brought enormous value to my life and even opened the door for me to be a role model. I have never forgotten Gussie or her encouraging words. Like it or not, your attitude, appearance and overall demeanor say a lot about you. What is yours saying? Find out if you make a good first impression with this quiz. Sign up for our Healthy Living Newsletter! Thanks for signing up for our newsletter! You should see it in your inbox very soon. Please enter a valid email address [Subscribe](#).

Chapter 6 : Gender role - Wikipedia

In , they founded Heartfelt Productions to create more positive content for women, and in they released a documentary called The Empowerment Project, which follows 17 inspirational women across the country and encourages women to be ambitious and strong in their careers. We spoke with Moshman and Cook to learn more about this project.

Image of Ardhanarishvara However, in a religious cosmology like Hinduism , which prominently features female and androgynous deities, some gender transgression is allowed. This group is known as the hijras , and has a long tradition of performing in important rituals, such as the birth of sons and weddings. Despite this allowance for transgression, Hindu cultural traditions portray women in contradictory ways. Marriage Marriage is an institution that influences gender roles, inequality, and change. Through these platforms society has influenced individuals to fulfill the stereotypical gender roles within a heterosexual marriage starting out at a young age. Typically, women are concerned with caring for the family and the home while men are typically providing for the family. This ultimately portrays the man as a leader and the woman as the follower. Census American Community Survey. The results are varied between age groups, with single men per single women in their 20s, versus 33 single men to single women over For example, China has many more young men than young women, and this disparity is expected to increase. Both men and women ranked "kindness" and "intelligence" as the two most important factors. Men valued beauty and youth more highly than women, while women valued financial and social status more highly than men. It seems inevitable for society to be influenced by the media and what it is portraying. Thinking about the way in which couples act on romantic television shows or movies and the way women are portrayed as passive in magazine ads, reveals a lot about how gender roles are viewed in society and in heterosexual marriages. People learn through imitation and social-interaction both in the physical world and through the media; television, magazines, advertisements, newspapers, the Internet, etc. Their study into television advertising has shown that women are much more likely to be shown in a setting in the home compared to men. The study also shows that women are shown much less in work-like settings. This underrepresentation in television advertising is seen in many countries around the world but is very present in developed countries. Advertisements for products directed towards female viewers are shown during the day on weekdays, while products for men are shown during weekends. The same article shows that a study on adults and television media has also seen that the more television adults watch, the more likely they are to believe or support the gender roles that are illustrated. The support of the presented gender stereotypes can lead to a negative view of feminism or sexual aggression. Girls feel pressurised and stressed to achieve a particular appearance and there have been highly worrying consequences for the young girls if they fail to achieve this look. These consequences have ranged from anxiety to eating disorders. Young girls in an experiment of this journal article describe pictures on women in advertisements as unrealistic and fake. They are dressed in little and revealing clothing which sexualised the women and expose their thin figures, that are gazed upon by the public, creating an issue with stereotyping in the media. It has also been presented that children are affected by gender roles in the media. Because children favor characters of the same gender, the characteristics of the character are also looked to by children. This reoccurring theme in relationship status can be reflected in the ideals of children that only see this type of representation. If the wife grew up imitating the actions of traditional parents, and the husband non-traditional parents, their views on marital roles would be different. When a little girl imitates her mother by performing the traditional domestic duties she is often rewarded by being told she is doing a good job. Nontraditionally, if a little boy was performing the same tasks he would more likely be punished due to acting feminine. Gender roles can be defined as the behaviors, values, and attitudes that a society considers appropriate for both male and female. Traditionally, men and women had completely opposing roles, men were seen as the provider for the family and women were seen as the caretakers of both the home and the family. More and more individuals are adapting non-traditional gender roles into their marriage in order to share responsibilities. This revolutionary view on gender roles seeks out equality between sexes. More and more women are entering the workforce while more men are contributing to household duties. Changing roles[edit] A woman publicly witnessing at a

Quaker meeting seemed an extraordinary feature of the Religious Society of Friends, worth recording for a wider public. Engraving by Bernard Picart, ca 1733. Throughout history spouses have been charged with certain societal functions. Husbands were typically working farmers - the providers. Wives typically cared for the home and the children. However, the roles are now changing, and even reversing. The 21st century has seen a shift in gender roles due to multiple factors such as new family structures, education, media, and several others. Women have also started to get more involved in recreation activities such as sports, which in the past were regarded to be for men. Fathers are also becoming more involved with raising their children, instead of the responsibility resting solely with the mother. According to the Pew Research Center, the number of stay-at-home fathers in the US nearly doubled in the period from 2007 to 2012, from 1.4% to 2.6%. East and West[edit] See also: Gender Studies This section has multiple issues. Please help improve it or discuss these issues on the talk page. This section may be confusing or unclear to readers. Please help us clarify the section. There might be a discussion about this on the talk page. April This section has an unclear citation style. The references used may be made clearer with a different or consistent style of citation and footnoting. April Learn how and when to remove this template message According to Professor Lei Chang , gender attitudes within the domains of work and domestic roles, can be measured using a cross-cultural gender role attitudes test. Psychological processes of the East have historically been analysed using Western models or instruments that have been translated, which potentially, is a more far-reaching process than linguistic translation. Some North American instruments for assessing gender role attitudes include: In contrast, there was no difference between the viewpoint of Chinese and Americans regarding domestic gender roles. A study by Richard Bagozzi, Nancy Wong and Youjae Yi, examines the interaction between culture and gender that produces distinct patterns of association between positive and negative emotions. In the US people tend to experience emotions in terms of opposition whereas in China, they do so in dialectical terms i. The study continued with sets of psychological tests among university students in Beijing and in Michigan. The fundamental goals of the research were to show that "gender differences in emotions are adaptive for the differing roles that males and females play in the culture". The evidence for differences in gender role was found during the socialization in work experiment, proving that "women are socialized to be more expressive of their feelings and to show this to a greater extent in facial expressions and gestures, as well as by verbal means". Language and gender , Gender differences in social network service use , and Sexuality and gender identity-based cultures Gender communication is viewed as a form of intercultural communication; and gender is both an influence on and a product of communication. Communication plays a large role in the process in which people become male or female because each gender is taught different linguistic practices. Gender is dictated by society through expectations of behavior and appearances, and then is shared from one person to another, by the process of communication. In addition, there are differences in accepted communication behaviors for males and females. To improve communication between genders, people who identify as either male or female must understand the differences between each gender. She believed women were encouraged to be more emotionally expressive in their language, causing them to be more developed in nonverbal communication. Men, on the other hand, were taught to be less expressive, to suppress their emotions, and to be less nonverbally active in communication and more sporadic in their use of nonverbal cues. Most studies researching nonverbal communication described women as being more expressively and judgmentally accurate in nonverbal communication when it was linked to emotional expression; other nonverbal expressions were similar or the same for both genders. They found that men tend to show body language linked to dominance, like eye contact and interpersonal distance, more than women. According to Wood, it is generally thought that biological sex is behind the distinct ways of communicating, but in reality the root is "gender". Communication and sexual desire[edit].

Chapter 7 : The Power of Role Models | Women Win Guides

For many pupils, having a positive male role-model in their lives can make a big difference to outcomes. Kim Jones suggests hosting workshops to give your fathers a chance to engage with their children and the school community.

The same instinct kicks in for media role models. Maybe not so much. This separation is entirely age appropriate. In fact, the stars of social media are just as likely to be role models as traditional celebrities. These so-called influencers reach out to kids via TV, YouTube, video games, Twitter, and music -- all of which are broadcast or easily accessible 24 hours a day. And as we all know, not all the characters or people who gain popularity through these channels have stellar role-model credentials. The good news is that there are plenty of positive role models you can point to that may influence your kids to make healthy choices, learn to respect others, achieve goals, and avoid anti-social behavior. Help your kids choose positive media role models who embody the values you want to pass down.

Tips for parents of young kids Limit screen time. Kids grow and thrive best through personal interaction. Spending time with them, playing, and reading are great ways to build a foundation to impart your values. Kids ages should be exposed to media featuring good role models, racial and gender diversity, and no stereotypes. Check out some of the positive role models on YouTube. Look for role models who impart positive social lessons, like sharing and being a good friend. Encourage kids this age to accept and respect people who are different by exposing them to media that includes people of diverse backgrounds.

Tips for parents of elementary-aged kids Avoid stereotypes. Point out strong female characters or male characters who share their feelings. Try not to reinforce stereotypes in media selection. What you say to your child is up to you, but have the discussion. Children like to imitate and pretend to be their favorite characters. When characters say mean things or behave cruelly, discuss the consequences. Go with the good stuff. Kids will be inspired by great historical figures, athletes, or TV stars. Take advantage of that adoration by pointing out their good traits, as in, "George Washington was honest. Honesty is an important quality. Children who lie get in trouble. Embrace their world, but establish clear boundaries about what you find acceptable and appropriate. Talk about celebrities that cross the line. Help teens balance their need for rebellion and self-expression with an appreciation of acceptable social action. Kids need to understand how to communicate and use media wisely and ethically. If they engage with media that includes antisocial behavior, make sure they understand the impact and potential consequences. If your kids or their schoolmates are heavy media users and they demonstrate or are on the receiving end of any antisocial behavior or experience eating disorders, addictions, low school performance or depression, connect the dots -- and disconnect the source.

Chapter 8 : Negative adult influences and the protective effects of role models: A study with urban adolescents

Role Models and Resilience. Several researchers have found an association between having a role model and positive outcomes. Werner () found, in her Kauai Longitudinal Study, that role models helped protect high-risk children from several risks they faced.

Print article You want your kids to have a healthy social life and do well in school. You want them to behave morally and have good values. For that, they need hefty doses of self-esteem and a strong sense of right and wrong. But the media often model and encourage just the opposite. Reality TV shows “ which routinely rank in the top 10 for preteen viewing “ glamorize people who lie and ruthlessly stab each other in the back to win competitions. Email, IMs and cell phone text messaging have become new ways to cheat and bully. Rampant consumerism helps kids define who they are by what they own. And gender and racial stereotypes abound in video games, movies, TV shows and music, sending kids unhealthy messages about social norms. Because what they see, hear and play models views and behavior that may conflict with our own sense of healthy values and conduct. We have to ask what expectations the media is creating for our kids “ and what counterbalancing messages we need to give them so they grow up with healthy social skills and attitudes. Heavy use was defined as more than 90 calls or text messages a day. Cheating is on the rise. Race and gender stereotypes and inequalities still exist in media. Common sense says Media is full of teachable moments. Point out antisocial behavior and racial stereotyping, and discuss consequences. What you say to your child is up to you, but have the discussion. Kids ages should be exposed to media featuring good role moles, racial and gender diversity, and no stereotypes. Embrace what they like. Embrace their world, but establish clear boundaries about what you find acceptable and appropriate. Help teens balance their need for rebellion and self-expression with an appreciation of acceptable social action. Kids need to understand how to communicate and use media wisely and ethically. If they engage with media that includes antisocial behavior, make sure they understand the impact and potential consequences. If your kids or their schoolmates are heavy media users and they demonstrate or are on the receiving end of any antisocial behavior or experience eating disorders, addictions, low school performance or depression, connect the dots “ and disconnect the source. No screen time for kids under 2. Kids grow and thrive best through personal interaction. No research backs up their claims.

Chapter 9 : FCS/FY The Impact of Fathers on Children's Well-Being

Positive role models boost young people's motivation by modeling a guide to achieving success. For example, they likely have 1) an ability to inspire others, 2) a clear set of values, 3) a commitment to community, 4) an acceptance of others, and 5) an ability to overcome obstacles.

Currently, about one half of all children in the United States will live apart from their fathers some time during their childhood because their parents have separated. Of all children born in the year to married parents, 50 percent will experience the divorce of their parents before they reach their 18th birthday. In addition, the proportion of births to unmarried women has increased greatly in recent decades, rising from 5 percent in 1960 to 41 percent in 2008 (Child Trend Data Bank). Father involvement depends on a number of circumstances, such as marital status at the time of separation, legal status, and socioeconomic status (Cowan, Cowan, and Knox). Research shows that children benefit from fathers who foster close attachments with them and maintain an active presence in their lives (Allen and Daly). Helpful Information: The Historical Role of Fathers in America. The role of fathers in society has undergone several shifts throughout recent history. The structure and function of the family shifted in the 1950s and 1960s as social, economic, and technical changes in society emerged. Prior to the 1950s and 1960s many behavioral scientists assumed that fathers were relatively unimportant for the healthy development of their children (Cabrera, Tamis-LeMonda, Bradley, Hofferth and Lamb ; Nash ; Rapoport, Rapoport, Strelitz and Kew). For example, fathers tend to play with their children differently than mothers do. Mothers often emphasize nurturing while fathers spend more time engaging in stimulating playful activity and promoting independence (Rosenberg and Wilcox). Research has found that early positive father-child interactions can reduce cognitive delay of infants (Bronte-Tinkew). Father involvement can also improve weight gain in preterm infants and boost early language skills (Garfield and Isacco ; Allen and Daly). Throughout development, high levels of father involvement have also been associated with greater child tendencies to be more patient and increased aptitudes for handling the ongoing stressors associated with schooling when compared to children with fathers who are less involved (Rosenberg and Wilcox). For example, infants who receive high affection from their fathers have a tendency to be more securely attached, enabling them to more freely explore their environment when a parent is close by, as well as to more readily accept comfort from their parent after being briefly separated. As these children become older, they also are more likely to have better social connections with their peers. Fathers impact children of each gender in unique ways. For young boys, fathers can provide the answers to questions of approval and validation that a young boy may seek. For young girls, fathers can help them meet their need to be seen as desired and valuable (Hunt). When young men and young women do not feel safe and secure in these deep-rooted psychological areas of development, both can become more predisposed to seek these affirmations elsewhere. With regard to sexual behavior, researchers have found that adolescents from single-parent families are more likely to engage in earlier and more frequent sexual activity (Metzler, Noell, Bigan, Ary, and Smolkowski). In fact, studies indicate that 71 percent of early pregnancies occur among women raised in fatherless households (Hunt). Consequently, these children tend to be more self-regulated, sociable, and popular with other children throughout their early childhood and teenage years. Additionally, children possessing a good relationship with their fathers are more likely to avoid violence, delinquent and disruptive behavior, and drugs (Rosenberg and Wilcox). Ultimately, children with fathers present are more likely to exhibit pro-social behavior. This consistency among the parents helps the children learn and incorporate social norms and morals. A positive co-parental relationship between mother and father serves as a good model for children who learn these skills through observation and, in turn, these children can use them to develop positive relationships with peers (Amato). Consequently, these male children are less likely to act aggressively toward females. This positive relationship also benefits daughters because it allows them to see how they should expect to be treated by men. Girls who have involved, respectful fathers are also less likely to be involved in unhealthy or violent relationships (Rosenberg and Wilcox). Ultimately, a father who develops and maintains a positive relationship with the mother of his children has a greater tendency to be involved and spend time with his children and, therefore, develop

children with healthier psychological and emotional well-being Kinship Kinship networks are important in providing support for children, especially when fathers are uninvolved. It is important to consider that fatherlessness and its effects are cyclical; many fathers do not know how to actively father their children because they themselves were not fathered. Active relationships with adult male relatives, such as an uncle or grandfather, can be especially important for the academic success of boys in single-parent households Coley However, research indicates that children who have a non-paternal man in their life—a man who plays a significant role in their behavior management and discipline—have better conduct and peer relationships Coley Mentors can provide support, teach skills, inspire, and help build self-esteem. Children with natural mentors such as a teacher, coach, or minister exhibit a more positive attitude towards school and fewer problem behaviors and are less likely to use marijuana and other drugs Zimmerman, Bingenheimer, and Notaro Things You Can Use Practical Programs that Work Evidence-Based Programs There are many programs and non-profit organizations that can provide mentorship to a child in need of a positive role model. Currently, there are approximately agencies supporting over , children typically considered at-risk. Many of these organizations are structured to help encourage and mentor children as they transition into adulthood. The mission of BBBS is to help children realize their potential and build their futures. Having someone to spend time with and look up to can create positive change in the life of a child, and organizations like BBBS have proven to be effective. For example, in one study, researchers found that after 18 months of a child spending time with their mentor, they were 46 percent less likely to begin using illegal drugs, 27 percent less likely to begin using alcohol, 52 percent less likely to skip school, 37 percent less likely to skip a class, and 33 percent less likely to hit someone Big Brothers Big Sisters of America Clearly, the role of a mentor can transcend behavioral, educational, and socio-emotional obstacles that a child may be facing. This organization sponsors a variety of evidence-based fatherhood programs and resources including community-based, corrections, and military offerings. Community-based fatherhood programs are designed for fathers in the community to increase father involvement, improve child well-being, improve child welfare, improve child health, address poverty and crime, and address substance abuse and mental health. Please see additional resources below. Corrections-based fatherhood programs also include programs for short-stay facilities. They are designed for incarcerated fathers to address criminogenic needs, reduce recidivism, promote successful reentry, be sustainable, and help maintain facility safety and order. Military fatherhood programs are designed for military families to help build family resilience; address deployment and reintegration issues; reduce child abuse and domestic violence; manage anger, depression, and stress; and conduct effective home visitations. State and local agencies can partner with the National Fatherhood Initiative to develop programs that are customized, affordable, manageable, and can be evaluated. The National Fatherhood Initiative also can provide printed materials, workshops, curriculum, and technical assistance. This program works with non-custodial parents, both fathers and mothers, who lack the ability to pay their owed child support. The state understands that most non-custodial parents want to pay their court-ordered child support, but may lack the economic ability to do so. As part of this program, DCSS has partnered with many government and community agencies to develop a network of services to assist these parents to overcome barriers preventing them from paying their court-ordered child support on a consistent basis. Completion of this program takes three to nine months. Enrolled participants are required to pay child support, attend workshops, look for employment, and further their education. Tracking Involved-Father Behaviors Tracking how we are regularly interacting with our children is a good way to measure our commitment and involvement with our children. Table 1 offers fathers a method to help them do just that. They may want to set a goal in each area and see if they can improve on it each week. Keeping their tracking chart in an easily accessible location will remind them how they are doing.